

KINDERGARTEN STANDARDS AND LEARNING ACTIVITIES

Strand: Language Development *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

DISCUSSION

K.LD-D.1. Follow agreed-upon rules for discussion, including raising one's hand, listening politely to the ideas of others, waiting one's turn, and speaking one at a time.

Example: Students develop a set of rules with the teacher for operating class meetings and then engage in the class meeting.

QUESTIONING, LISTENING, AND CONTRIBUTING

K.LD-Q.2. Share information, opinions, and questions, speaking audibly in coherent sentences.

Example: Students contribute to a list of community helpers and decide whom they wish to invite to class to talk about the work they do. Students wait to be called on, speak audibly and ask questions.

K.LD-Q.3. Describe people, places, things, location, size, color, shape, and action.

Example: Students take a walk through a park. They describe what people, things, colors and shapes they saw, and what different actions people and animals made.

K.LD-Q.4. Use appropriate tone and inflection to express ideas, feelings, and needs.

Example: After a community visitor leaves, students give details and express feelings about the visitor or presentation.

K.LD-Q.5. Follow directions that involve one- or two-step related sequences of action.

ORAL PRESENTATION

K.LD-O.6. Relate an experience or story in logical sequence.

Example: Students explain to the class why an object they bring from home is important to them. They relay the story in a logical sequence.

K.LD-O.7. Recite poems, rhymes, and songs, and retell stories in a logical sequence.

Example: Students recite poems such as Chicken Soup with Rice by Maurice Sendak and Glen Rounds' version of I Know an Old Lady Who Swallowed a Fly.

VOCABULARY AND CONCEPT DEVELOPMENT

K.LD-V.8. Determine what words mean from how they are used in a sentence, either heard or read.

K.LD-V.9. Sort common objects into basic categories (e.g., colors, shapes, foods).

Example: Tell whether bread, carrots, and cheese are colors, shapes, or foods.

K.LD-V.10. Describe common objects and events in both general and specific language.

Example: Students make paper kites and practice flying them. They are asked to describe the event in both general (The kite flew high.) and specific language (The tail of the kite wiggled a lot as it flew up and down and around.).

K.LD-V.11. Use language to express spatial (up, down) and temporal (before, after) relationships.

Strand: Beginning Reading *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

PRINT CONCEPTS

K.BR-PC.1. Recognize that print represents spoken language and provides information or entertaining stories.

K.BR-PC.2. Hold a book right side up and turn pages in the correct direction and order.

K.BR-PC.3. Start at the top left of the printed page; track words from left to right, using return sweep; move from the top to the bottom of the page.

K.BR-PC.4. Identify different parts of a book (e.g., front cover, back cover, title page) and the information they provide.

K.BR-PC.5. Recognize that spoken words are represented in written language by specific sequences of letters.

K.BR-PC.6. Recognize that words are separated by spaces.

K.BR-PC.7. Recognize that sentences in print are made up of separate words.

K.BR-PC.8. Demonstrate the one-to-one correlation between a spoken word and a printed word.

K.BR-PC.9. Identify upper- and lower-case letters.

Example: Write student's name on cards. Cut them apart and reassemble them, pointing out the upper and lower case letters and how they form a word.

PHONEMIC AWARENESS

K.BR-PA.10. Distinguish rhyming words from nonrhyming words spoken aloud.

Example: Students choose the rhyming pairs. For example, run-sun versus run-man.

K.BR-PA.11. Orally produce rhyming words in response to spoken words.

Example: Students play rhyming games. I am thinking of a word that rhymes with hat. It starts with a "b," and I can hit a ball with it."

K.BR-PA.12. Blend spoken simple onsets and rimes to form real words (e.g., onset /c/ and rime /at/ make "cat").

K.BR-PA.13. Use alliteration to orally produce groups of words that begin with the same initial consonant sound (e.g., baby boy bounces the ball).

K.BR-PA.14. Blend two or three spoken syllables to say words.

K.BR-PA.15. Blend spoken phonemes to form a single-syllable word (e.g. /m/ ... /a/ ... /n/ ... makes "man").

K.BR-PA.16. Distinguish between initial, medial, and final sounds in single-syllable words.

Example: Students say the name of picture (sun), then print the letter of the beginning sound. They say the name of the picture (drum), then print the letter of the ending sound. They say the name of the picture (mat), then print the letter for the sound heard in the middle of the word.

K.BR-PA.17. Segment one-syllable words into their phonemes, using manipulatives to mark each phoneme.

Example: Students move a block or tile for each phoneme such as dog makes /d/ ... /o/ ... /g/. They manipulate phonemes, e.g., change /c/ to /b/ in cat to form a new word, bat).

Strand: Beginning Reading *(continued)*

PHONICS

K.BR-P.18. Know there is a link between letters and sounds and that written words are composed of letters that represent sounds.

Example: Using "The Alphabet Song" and From Anne to Zack by Mary Jane Martin, students point out the link between letters and sounds (A-Anne).

K.BR-P.19. Recognize letter-sound matches by naming and identifying each letter of the alphabet and the sounds they represent in decodable text.

K.BR-P.20. Use letter-sound matches to decode simple words in decodable text.

K.BR-P.21. Recognize that a new word is created when a specific letter is changed, added, or removed.

Example: Students say the word hat. Now remove the h. Students say the word at, then add an m to at, for mat.

Strand: Informational Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

EXPOSITORY TEXT

K.IT-E.1. Identify the purpose for reading informational text.

Example: Teacher reads Mice Squeak, We Speak, by Arnold Shapiro and asks students to identify the purpose. What are sounds that animals and people make? Which animals in the story are birds?

K.IT-E.2. Retell important facts from a text heard or read.

Example: Students tell about a trip to a farm after reading or listening to a book about a farm, such as Going to Sleep on the Farm by Wendy Lewison. They compare facts from the book with what they actually saw and experienced.

K.IT-E.3. Make predictions about the content of text using prior knowledge and text features (title, captions, illustrations).

Example: Teacher reads aloud informational text such as Bears, Bears, and More Bears by Jackie Morris, pausing to allow students to predict the content from the illustrations.

DOCUMENT AND PROCEDURAL TEXT

K.IT-DP.4. Follow a two- or three-step set of directions using picture clues.

Example: Students follow a set of directions for recipes, classroom procedures, and science experiments.

K.IT-DP.5. State the meaning of specific signs (e.g., traffic, safety, warning signs).

Example: After reading a story such as Tana Hoban's I Read Signs, students walk around the school and identify why a particular sign (e.g., stop sign, exit sign, or restroom sign) is important.

Strand: Literary Text *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

UNDERSTANDING TEXT

K.LT-U.1. Make predictions about the characters or setting for a story using illustrations and titles.

Example: Students read Jump, Frog, Jump! by Robert Kalan. When each creature comes to the pond and hints at the next hazard for Frog, the teacher stops reading and asks students to use the pictures and their prior knowledge to make a prediction about what will happen next.

K.LT-U.2. Retell story events in sequence.

Example: Students retell The Three Little Pigs by Steven Kellogg, putting the events from the story in the correct sequence and identifying which setting was first, second, and last.

K.LT-U.3. Ask and answer questions about the important characters, settings, and events.

Example: Students identify the main characters in a story, such as Noisy Nora by Rosemary Wells. They describe the setting in a familiar story, such as Goodnight Moon by Margaret Wise Brown. They retell the important events in a story, such as the folktale Jack and the Beanstalk.

K.LT-U.4. Participate (e.g., react, speculate, join in, read along) when predictably patterned selections of fiction and poetry are read aloud.

Example: Students recognize and respond to the repeated phrases or rhyming words in Mother Goose nursery rhymes and in poems by David McCord and John Ciardi.

Strand: Research *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

K.R.1. Generate questions and gather information from several sources in the classroom, school, or public library.

Example: Students select a topic for study, then go to the library to find books on the topic.

Strand: Writing *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

IMAGINATIVE WRITING

K.W-I.1. Draw pictures and/or use letters or phonetically spelled words to tell a story.

Example: Students draw pictures showing how they planted daffodil bulbs in the school garden and as a group, put the pictures into chronological order.

K.W-I.2. Dictate sentences for a story or friendly letter.

Example: Students draw a picture or dictate sentences to write to a friend to tell about something new at school.

EXPOSITORY WRITING

K.W-E.3. Draw pictures and/or use letters or phonetically spelled words to give others information.

Example: After making a pizza, students draw pictures that show the ingredients and the steps in the recipe.

K.W-E.4. Dictate sentences for a friendly letter and collaborate to put the ideas in chronological sequence.

Example: Students write or dictate an invitation to a parent to attend a classroom event that includes details about what, when and where the event is.

Strand: English Language Conventions *(Continue to address earlier standards as needed and as they apply to more difficult text.)*

K.EL.1. Use the past and future tenses correctly when speaking.

K.EL.2. Use phonetic knowledge and sounds of the alphabet letters to spell independently.